

**EDUCATIONAL
TECHNICIAN
GS-1702-05**

**QUALITY OF LIFE
BUSINESS OFFICE**

I. POSITION AND ORGANIZATION INFORMATION**Position:**

Educational Technician, GS-1702-05

Purpose of position:

The position is established to provide assistant level support of a technical, specialized, or support nature in the field of education and/or training.

Organization:

QOL Dept., Business Office

Organization goals:**II. MAJOR DUTIES****A. Duty (Critical):**

Conducts annual educational or training needs surveys. Provides advisory service to management and employees. Ensures management of funds allocated, reviews status and takes appropriate action to ensure fiscal integrity is maintained. (33%)

Tasks:

1. Prepares and conducts educational or training needs surveys. Compiles responses for further analysis. May recommend classroom or correspondence courses appropriate to the individual's goals and accomplishments.
2. Prepares and submits education or training and development cost information to the supervisor for budget development and execution.
3. Maintains internal training and financial records.

Selected Staffing KSAs:**B. Duty (Non-Critical):**

Arranges and/or provides On-the-Job Training in a variety of routine short subjects such as Electronic Point of Sale (EPOS) Operations, Customer Service Policy and Techniques, and other topics in general support of the QOL Mission. (33%)

Selected Staffing KSAs:**C. Duty (Critical):**

Uses automated tracking systems to capture and retain data for reporting and budgeting purposes. Selects from and arranges this data to prepare monthly, quarterly, annual, and special reports. Data includes such items as course enrollees, course enrollments, course completions, costs generated by enrollments and purchase of supplies and equipment, total participants in and

users of education programs by race, gender, and program, enrollments by school, Service apprenticeship program registrations and completions, and staff hours expended in support of each education program and service. (34%)

Tasks:

1. Assists supervisor in planning, designing, and conducting annual and special department level educational needs assessment surveys.
2. Uses current graphics software, tallies and assimilates results into reports, graphs and charts for presentation to supervisor for use in planning new and revised education programs to meet the needs identified.

Selected Staffing KSAs:**III. KNOWLEDGES, SKILLS AND ABILITIES (KSAs)****A. Selected Staffing KSAs:**

1. No Staffing KSAs were selected

B. Basic Training Competencies:

1. Ability to communicate orally
2. Knowledge of program planning and budgeting cycles
3. Ability to use office automation tools and techniques to generate reports, briefing materials, and/or comparable documents

IV. CLASSIFICATION FACTORS**Factor 1. Knowledge**

1. Knowledge of an extensive body of training and education program analysis technical rules, guidelines, regulations and precedents.

Ability to analyze, verify, and correlate basic data to support studies and surveys, including budget preparation, planning and justification.

Knowledge of a variety of organizational and higher level authority regulations and procedures relative to assigned responsibilities to assure correct processes and guidelines are followed.

Knowledge of the basic objectives and policies, procedures and requirements governing various training or education program operations.

Skill in writing reports outlining the processes and procedures used in a study, the conditions of the training or education program operations and recommended improvements.

Ability to use one or more established automated systems to enter, maintain and retrieve curriculum and/or course data and to compile reports, produce charts and graphs, or monitor project or curriculum status.

2. -Knowledge of instructional methods and materials, and skill in developing and presenting course materials, or training program information.

Factor 2. Supervisory Controls

Assignments are made in terms of tasks, quantity, deadlines, and priority of work. Additional instructions are provided for new, difficult or special projects, including suggested work methods, or advice on the availability of source materials. Employee carries out recurring assignments in accordance with instructions, policies, or previous cases. Employee obtains assistance with problems and unfamiliar situations not covered by instructions. Work is reviewed to insure it is accurate and in compliance with instructions. More difficult and new assignments receive increased review.

Factor 3. Guidelines

A number of established instructions and procedures for doing the work are readily available. Employee selects the most appropriate guidance according to the circumstances of the specific case, determining which of several alternatives to use, and applying well understood criteria or deviations for which precedents have been clearly established. Situations to which guidelines cannot be applied or significant proposed deviations are referred to senior personnel, or the supervisor.

Factor 4. Complexity

Duties involve related steps, processes or methods; prescribed data or information sources; stable programs or courses, training and/or education areas and operations; routine or standard assignments such as compiling and computing data, identifying trends or problems, and explaining procedures. Employee determines what needs to be done, deciding between a few alternatives with easily recognizable differences. Identifies the basic instructions and procedures to follow from among a few easily recognizable situations or alternatives.

Factor 5. Scope and Effect

Employee follows specific rules, regulations, or procedures, typically involving a segment of an assignment, project, or process of broader scope. Work products or services affect the accuracy, reliability, or acceptability of further processes or services.

Factor 6. Personal Contacts

Contacts are regularly with agency employees from various levels outside the immediate organization. People contacted are generally engaged in different functions, missions, and kinds of work. May meet with members of the general public in a moderately structured setting on a routine basis when the nature of the contact is unclear to one of the parties.

Factor 7. Purpose of Contacts

Purpose of contacts is to obtain, clarify, or give facts or information directly related to the work.

Factor 8. Physical Demands

Work is primarily sedentary. No special physical demands are involved. Some walking, standing, bending and carrying of light items such as papers and files is required.

Factor 9. Work Environment

Work is performed in a typical office environment which is adequately lighted, heated and ventilated. Observes normal safety precautions.

V. CLASSIFICATION SUMMARY

In this position:

The supportable grade is GS-05 because 67% of the work is at or above the GS-05 grade level. Although the job includes duties typical of the GS-06 level, weakening factors reduce the supportable grade level. 33% of the duties would exceed the GS-05 grade level, if combined with other factors. 34% of the duties are typical of the GS-05 grade level. 33% of the work is not grade controlling. Supervisory controls are too limited to support the GS-05 level. Supervisory controls support the GS-05 level, but not the GS-06 level. Purpose of contacts is unusually restrictive.

Duty A. 33% GS-1702-06 Educational Technician
Program Assistance

Duty B. 33% GS-User defined duty. Not classified by system. The final grade may or may not be appropriate.-
Conducts OJT

Duty C. 34% GS-1702-05 Educational Technician
Automation Support (qualified typist not required)

List of Modified Duties and Factors:

Duty A. has been edited. The final grade may or may not be appropriate.
One or more of the factors have been changed.

Duty B. has been added.

Duty C. has been edited. The final grade may or may not be appropriate.
One or more of the factors have been changed.

Knowledge 1 has been edited.

Factor 2 has used a different library selection and may or may not be appropriate.

Factor 7 has used a different library selection and may or may not be appropriate.

The classification criteria for educational technician and training technician work are based primarily on the OPM Position Classification Standard for the Education and Training Series, GS-1702, dated October 1991 (TS-109). Positions in this series involve nonprofessional education or training work not covered by another established series in the Education Group, GS-1700. The series covers primarily one grade interval aid and technician positions, but it may also cover a few two grade interval positions involved in quasi-professional work. Standards referenced for grade level criteria include the Management Clerical and Assistance Series, GS-344, and the Personnel Clerical and Assistance Series, GS-203. The OPM Typing and Stenography Grade Evaluation Guide and the Office Automation Grade Evaluation Guide, dated November 1990 (TS-100), were also referenced, especially for titling guidance.